

CALIFORNIA SCHOOLS



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CALIFORNIA SCHOOLS

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Superintendent of Public Instruction

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TODAY'S CHALLENGE TO THE JUNIOR COLLEGE STUDENT¹

ROY E. SIMPSON, *Superintendent of Public Instruction*

The members of the California Junior College Student Government Conference are familiar with both election and campaign processes, not only from studies in American government and history, but also from the very full attention that is given to these processes in the public press and through other media of communication, such as the illustrated weekly magazines, the motion picture newsreels, the radio, and television.

But even more important than familiarity with democratic processes is the actual experience you, as officers of student government, have gained from activity in your own junior college communities. I think I am safe in assuming that most of you have been candidates for campus offices. This experience is practically a requirement for the student who wishes to gain experience in leadership. It is certainly one of the most valuable of all experiences to be gained from the years devoted to education.

Since most of you are representatives of public junior colleges, it may be worth while to point out that these institutions are themselves the creation of the people, through democratic processes that include the popular vote.

A public junior college district is proposed by the electors of a group of high school districts when they are convinced that the students of their area need the additional services of junior college education. Their petition is submitted, with evidence of the need and of the ability of the districts to support the college, to the State Board of Education, which is composed of unpaid lay citizens. The State Board of Education has the power under law to authorize the district election that determines whether the people of the community wish to undertake the responsibility of supporting the institution that offers the needed educational opportunity.

The people of California have thought so highly of this service that our public school system today includes 61 junior colleges. California did not originate the junior college, for the record indicates that the first such college was established as a private school in Chicago, in 1896. The first public junior college of record appears to have been established in Indiana, but the first such institution to enjoy continued existence was established in Joliet, Illinois, in 1902.

California began pioneering in this field in 1910, and it seems that those who led in this pioneering movement did their work well, for the system grew very rapidly. California has for many years had more public

¹ Excerpts from an address to the Tenth California Junior College Student Government Conference, Assembly Chamber, State Capitol, Sacramento, October 27, 1950.

junior colleges than any other state. Some who are seeking to stimulate development of the junior college in the east have adopted for it the term "community college."

The State Legislature, through school law; the State Board of Education, through its rules and regulations that govern the state public school system; the State Department of Education, through its responsibility to apportion state funds and to provide state advisory and consultant service; the local school boards; and the people themselves have all contributed to the development of the California public junior college. The key to this wide spread of activity in behalf of an advanced educational service is of course the interest, the response, and the direct benefit clearly demonstrated by California youth in taking up this opportunity with notable energy and spirit.

Perhaps you noticed that I spoke of the public junior college as a part of the public school system. I should like to be sure that you are clear as to the significance of that system in California. It is not confined to elementary and secondary education, nor to general and vocational education, in this State. The services of *public education*, in California, are provided by two great agencies: the public school system and the University of California. The University is an independent entity, governed by its own regents. The public school system includes all other elements of our public educational service, from kindergarten through the state colleges, which latter are now authorized to grant master's degrees in fields approved by the State Board of Education.

Those in professional education who have studied the contributions of the various sectors of the public school system are convinced that the two-year college makes a unique contribution that would be impaired by extending it to four years, or by merging it in a four-year institution. It is state policy, endorsed by the Regents of the University and the State Board of Education, to maintain the junior college as a college with special functions, distinct from those of the university and the state college. The further development of junior colleges is encouraged. Some of you here today are from the junior colleges that have been established since the end of World War II. You know how your communities have planned and worked to secure the facilities required.

There is another evidence of official appreciation of the function of the junior college on hand today, which I think I should call to your attention.

As you know, we are today in a situation that must be characterized as a national emergency. In spite of the very firm disposition of the American people in favor of world peace, we cannot today declare that the world situation is one that assures us of a lasting peace. The national policy, in face of this very serious problem, is to achieve full preparedness. We have seen a clear demonstration that the United Nations is a world organization of a character that will resist lawlessness in the world.

To carry our full responsibility in the world organization, and for the defense and welfare of our own people, every resource is being drawn into plans for emergency. This is an essential measure, even though we cannot predict exactly what the ultimate use of our resources may be. We continue to hope it may be only through peaceful means.

The State Department of Education and the California State Junior College Association have recently completed a survey of the facilities of California junior colleges, to determine the services that they could provide in national emergency. I will not review the inventory in detail for you, but I think you will see the importance of a few items such as these:

The California junior colleges have 79 electronic laboratories. They have 70 drafting laboratories. They have 23 practical nursing laboratories. They have 235 metal trades shops. They have 46 aeronautics shops. They have facilities for special training in refrigeration, diesel engine work, meteorology, cannery work, photography, navigation, commercial cooking and baking, fire and peace officer service, surveying, mapping, and metallurgy. Every junior college is equipped to offer technical training in chemistry, physics, bacteriology, and other basic sciences.

All these types of instruction can be provided for both youth and adults. Here, in these available services and facilities, is a tremendous capacity to meet emergency needs.

During the last war, the California junior colleges provided specific emergency training for more than 245,000 persons. Because there has been a considerable expansion of facilities and services in the past five years, the junior colleges could today train many more individuals if called upon to do so.

The National Security Resources Board has recognized that the contribution of these institutions is essential and is distinct from that of any four-year or other type of educational institution.

Today, as education in every land acknowledges new and more exacting responsibilities, the State Department of Education, the State Junior College Association, and the University of California at Los Angeles are joining to conduct a detailed study of general education in the junior colleges.

The scope of the study includes needs of the individual that the junior college can meet; needs for constructive changes in curriculum; a review of methods of instruction; studies of ways to encourage the most rewarding student activity; and reviews of guidance and counseling services. The material will be gathered over a period of fourteen months under direction of Dean B. Lamar Johnson, of Stephens College, Missouri. The study is financed by the Carnegie Foundation for the Improvement of Teaching.

It gives me satisfaction to report to you that this highly professional study, involving all the junior colleges of California, has been undertaken.

Undoubtedly, your organizations concerned with student government and student activity will be consulted during the study. It is such continuing study that helps to keep a great public institution alert to community needs.

As we strengthen our educational resources by study and action to improve them, so in other fields of citizenship must we observe this pattern. One of the most important is in the use of our natural resources. Today, we are working continuously to bring stronger programs of conservation education into our curriculums throughout the public school system, and into our community consciousness. It is our responsibility to serve as stewards of America's heritage of natural resources and to do our best to hand it on to future generations. We do not wish to see our children and their children inherit an exhausted land.

Yet the danger that the heritage can be wasted is increased in a world at war. If we must again use America's natural wealth in meeting the tremendous demands of national defense, we must do it with the utmost care to use those resources wisely.

An important regional conference on conservation of our natural resources will be held on January 25, 26, and 27, 1951, on the campus of the University of California at Berkeley. It is jointly sponsored by the State Department of Education, the State Department of Natural Resources, and the university. Participants will represent civic groups, public agencies, industry, schools, the press, and other elements of the community. Representatives of the California Junior College Student Government Conference will be invited. Your participation as alert citizens is needed in this review of problems that concern the national welfare. There will later be other regional conferences on the same subject. I am asking the conservation education committee of the State Department of Education to see that representatives of this student citizen group are invited, from colleges in the appropriate regions.

I have great confidence in the citizenship responsibility of California youth. That confidence has been gained chiefly by working with youth in the public schools. It seems to me very important that those of us who hold delegated authority, by vote of the people, should secure the participation of youth in considered reviews of our major problems. I know the Governor has found that youth groups have made valuable contributions to the conferences he has called on specific problems of California youth. The problems we face today in all the communities and states of America, in common with all other democratic peoples of the world, are of very deep and immediate concern to youth. I know the Governor shares with me a strong desire to hear our California youth speak forth on the issues of our time.

Let me assure you that your conference is attracting the notice and the interest of your representatives in State Government. Your share in civic responsibility today, and at all times, has our sincere respect.

GENERAL EDUCATION IN CALIFORNIA JUNIOR COLLEGES

FRANK B. LINDSAY, *Assistant Chief,
Division of Instruction, in charge of Secondary Education*

A study of general education sponsored by the California Junior College Association, the State Department of Education, and the University of California, Los Angeles, is proceeding under the direction of B. Lamar Johnson through a grant from the Carnegie Foundation for the Advancement of Teaching secured by the Pacific Coast Committee of the American Council on Education. During the 1950 summer session on the Los Angeles campus of the University of California, a workshop on general education was attended by 43 instructors from 25 public junior colleges in California. Dr. Johnson is also holding meetings with junior college administrators and faculties in all areas of the state during the current college term, and many studies are in progress in individual junior colleges or among several in co-operation.

The community college idea has long dominated California's public junior colleges; the present study of general education will provide powerful stimulus toward state-wide realization of objectives of service to all youth and adults. At the 1950 workshop a committee on goals formulated the statement quoted below; while independently arrived at by the workshop participants, the list of specific goals detailed therein parallels remarkably the principal objectives set forth in *A Framework for Public Education*.¹

General education is that part of the education which is concerned with the common knowledges, skills, and attitudes needed by each individual to be effective as a person, a member of a family, a worker, and a citizen. General education is complementary to, but different in emphasis and approach from, special training for a job, for a profession, or for scholarship in a particular field of knowledge.

The program of general education must be based on thorough research into the characteristics of students and of society; must stress the interrelationship of subject fields conventionally separated; must emphasize that the home, the community, and all areas of experience interact and affect the student's growth; must organize all college experiences so as to make them more meaningful to the student; must be built on the realization that it will not complete the student's general education, but will equip and encourage him to pursue its objectives throughout life; above all, the program of general education must promote the fullest development of each individual student, and stimulate him to accept the obligations of twentieth century citizenship. The final test of

¹ *A Framework for Public Education in California*. Prepared by the California Framework Committee, a Committee Appointed by the Superintendent of Public Instruction at the Request of the State Curriculum Commission. Bulletin of the California State Department of Education, Vol. XIX, No. 6, November, 1950, pp. 5-7.

this program is changed behavior, motivated by the student's desire to improve himself and society.

General education is, then, school experience specifically organized and administered to achieve the goals set forth below.

Students in California public junior colleges differ greatly in experiences, needs, capacities, interests, and aspirations. The general education program aims to help each student increase his competence in:

- a. exercising the privileges and responsibilities of democratic citizenship;
- b. developing a set of sound moral and spiritual values by which he guides his life;
- c. expressing his thoughts clearly in speaking and writing and in reading and listening with understanding;
- d. using the basic mathematical and mechanical skills necessary in everyday life;
- e. using methods of critical thinking for the solution of problems and for discrimination among values;
- f. understanding his interaction with his biological and physical environment so that he may better adjust to and improve that environment;
- h. maintaining good mental and physical health for himself, his family, and his community;
- i. developing a balanced personal and social adjustment;
- j. sharing in the development of a satisfactory home and family life;
- k. achieving a satisfactory vocational adjustment;
- l. taking part in some form of satisfying creative activity and in appreciating the creative activities of others.

In addition to numerous studies of programs involving administrative practices, class work, extra-class activities, and guidance aimed toward achieving one or more of these goals of general education, the junior colleges are attempting by co-operative arrangements also to study a dozen other recurrent problems:

1. Junior college drop-outs
2. The characteristics of junior college students
3. Making and using the results of community surveys
4. Follow-up studies of junior college graduates
5. A pattern of courses (course of study) planned particularly for achieving the goals of general education
 - a. A course or program in communications—reading, writing, speaking, listening
 - b. A course in social studies which meets state requirements in that field and which provides a general preparation for citizenship
 - c. A course in personal adjustment and orientation
 - d. A course, or courses, in appreciating the arts, including literature, art, music
 - e. A course, or courses, in physical and biological science
 - f. A course in home and family living
 - g. A course in basic mathematical competence
 - h. A course in health
 - i. Achieving general education goals through terminal technical courses and courses of study
 - j. Achieving general education goals within the pattern of courses at present being offered
6. Achieving the goals of general education through the extra-class program

7. The role of student personnel services in achieving the goals of general education
8. Achieving the goals of general education in the small junior college
9. Achieving the goals of general education in the four-year junior college
10. General education in the adult education program
11. Methods of teaching as related to achieving the goals of general education
12. Utilizing library resources in achieving the goals of general education

A hasty survey of these ambitious undertakings reveals at once the similarities between this study of general education and the parallel movement of "life adjustment education" in the high school field. It is also clearly evident that these projects cannot all reach completion within the period of fourteen months contemplated by the terms of the original subsidy. After the conclusion by Dr. Johnson of his present directorship, the burden of stimulus and supervision must remain with the California Junior College Association and the Division of Instruction of the State Department of Education.

The public junior colleges engaged in studies of general education under Dr. Johnson's direction exhibit a diversity of interests in curricular problems. Analysis of 75 projects reported by 17 junior colleges in central and northern California reveals that a dozen of the colleges are concerned with aspects of courses in general education and a like number with revisions of science courses. Seven junior colleges are considering the contributions of business education to general education, and six junior colleges are attempting to develop more functional instruction in communications. Three types of problems have the special attention of four junior colleges in each instance, namely, family and home living, student activities, and causes of drop-outs. A lesser number are concerning themselves with studies of guidance practices, articulation with high schools and upper divisions of higher institutions, evaluation procedures, and teaching techniques.

In connection with revisions of courses in the natural and physical sciences, junior colleges at Reedley and Stockton are developing courses to assist students to understand their environment; Stockton and San Francisco junior colleges have also begun a study of the place of biology in general education. Stockton has recommended that the California Junior College Association sponsor a summer workshop for physical science instructors. The same institution is seeking to enlist community support for a museum to attract private collections, as already has been going forward at Monterey Peninsula junior college. Taft junior college is revising its required course in community hygiene.

While consumer education lends itself readily to inclusion in a core of general education, San Mateo junior college suggests that a course on "real estate from the viewpoint of the owner" might be an addition to general education. Sacramento and Taft junior colleges hope to improve their offerings in United States history and the Constitution for students not majoring in social science and those enrolled in "terminal" courses.

Yuba junior college has organized committees to recommend plans for co-ordinating vocational education with general education and to study the possibilities of student activities for general education.

In the San Joaquin Valley, the librarians of a group of junior colleges are co-operating with the American Library Association and the American Association of Junior Colleges to produce a 5,000-title list of books for junior college libraries. The junior college library section of the Northern California Junior College Association also is preparing a basic list of reference books for junior college libraries which it is hoped may prove helpful to institutions in the field of general education.

THE JUNIOR COLLEGE MOVES AHEAD¹

JOHN B. BRINEGAR, *Consultant in Secondary Education*

The functions of the California State Department of Education in regard to the curriculums of the schools of California may be listed as follows:

1. To provide leadership in educational thinking regarding the purposes, structure, scope, and principles of education in California;
2. To provide leadership in improving curriculum and instructional practices;
3. To provide leadership in the education of teachers;
4. To provide leadership in the production, selection, and use of effective instructional materials; and
5. To provide leadership in stimulating and conducting educational research.²

With these functions and responsibilities in mind, it is easy to understand why the California study of general education in the junior college commands such great interest on the part of the Department of Education. It is seen as a continuance of the responsibilities and interests of the past. It is a study that we not only wish to co-operate with at the present time, but one which we will continue to pursue long after the present formal study has been completed.

In order to appreciate the relation of the general education study to the continuous process of development of the junior college curriculum, we can examine the evidence of the historical development of the junior college in California as shown in the laws of our state.

In 1907 a law was passed which authorized high school districts in California to provide postgraduate courses equivalent to those of the

¹ Excerpts from addresses to the California Junior College Association, Northern Section, at Sacramento, October 7, 1950, and San Mateo, October 14, 1950.

² "The Functions and Activities of the Division of Instruction, California State Department of Education." Revised statement, January, 1949. Pp. 8 (mimeographed).

lower division of the state university.³ The first such course was begun at Fresno High School in 1910. By 1917, sixteen high school districts were offering postgraduate courses in what were referred to as "junior college departments." It soon became evident in the communities being served that academic courses alone would not meet the needs of three-fourths of the postgraduates. Many students in the junior college departments were also enrolling in regular high school courses in commerce, homemaking, music, industrial arts, and agriculture. Increase in the services of high school districts to young men and women was made possible by a law passed in 1917.⁴ This law read, in part:

The high school board of any high school district . . . may prescribe junior college courses of study, including not more than two years of work . . . Junior college courses of study may include such studies as are required for the junior certificate at the University of California, and such other courses of training in mechanical and industrial art, household economy, agriculture, civic education, and commerce as the high school board may deem it advisable to establish.

In 1921, when seventeen junior college departments were being maintained by high school districts, a law was passed that made possible the formation of junior college districts.⁵ This law placed upon each junior college an obligation to function in the interests of all high school graduates and all mature young people and adults in every community progressive enough to establish a junior college. The first junior college district formed under this law was at Modesto.

The laws of the state as they now stand reveal the intent of the people to establish and develop junior colleges.

Section 8001 of the California Education Code states that the public schools are "day and evening elementary schools" and "day and evening secondary schools." In Section 8702, secondary schools are defined as being of three types: high schools, technical schools, and junior colleges. Sections 8821 and 8822 prescribe that anyone who can profit by the instruction offered is eligible for admission to junior college.

Section 10601 of the Education Code provides for the preparation of a course of study under the direction of the governing board of the district, subject to the approval of the State Board of Education. In much the same language as in the law of 1917, Section 10602 states that the course of study may include courses of instruction designed to prepare for admission to the upper division of higher institutions of learning and such other courses of instruction designed to prepare persons for agricultural, commercial, homemaking, industrial, and other vocations, and such courses of instruction as may be deemed necessary to provide for the civic and liberal education of the citizens of the community.

³ Chapter 69, Statutes of 1907.

⁴ Chapter 304, Statutes of 1917.

⁵ Chapter 495, Statutes of 1921.

In Education Code Sections 8823 and 8824, the State Board of Education is required to adopt rules and regulations fixing minimum standards entitling junior college districts to receive state aid, and the Department of Education is directed to make an annual investigation to determine whether or not the junior colleges have met the standards. Section 7071 establishes that an accredited junior college is one which has met the standards.

Sections 130 to 132 of Title V of the California Administrative Code set forth the rules and regulations of the State Board of Education regarding the minimum standards with which junior colleges must comply. These standards require the junior college to have stated objectives for its instructional program and functions and to provide a program that will meet those objectives.

The California Junior College Association has defined the objectives and purposes of junior colleges in the following terms:⁶

1. The junior college is committed to the democratic way of life.
2. The junior college recognizes the individual man as the highest value of the world and universe.
3. The junior college is committed to the policy of granting to the individual man the maximum amount of freedom, personal initiative, and adventure consistent with equal opportunities on the part of his fellows.
4. The junior college is committed to the policy of providing, for all the children or all the people, post-high school education which will meet their needs. This includes the training of adults as well as youth.

The following six specific purposes are also named by the California Junior College Association:⁷

1. *Terminal Education*—A complete training should be given to those students who will finish their period of formal education in the junior college. This training which is commonly referred to as terminal education should be designed to achieve occupational competence, civic competence, and personal adequacy.
2. *General Education*—Every junior college student should be given that training which will prepare him to function effectively as a member of a family, a community, a state, a nation, and a world.
3. *Orientation and Guidance*—It is the specific responsibility of every junior college to assist its students to "find themselves." A program of training and guidance should be provided so that every student may discover his aptitudes, choose a life work, and prepare for the successful pursuit of such work.
4. *Lower Division Training*—Each junior college should provide lower division or the first two years of senior college work for the limited number of students who plan transfer to a university after completing two years in junior college. This training should be broad enough to include the lower division requirements in the liberal arts, scientific, engineering, and professional fields.
5. *Adult Education*—Every junior college should co-operate with other public educational institutions in providing instruction to meet the needs of adults

⁶ *A Report of a Survey of the Needs of California in Higher Education*, submitted to the Liaison Committee of the Regents of the University of California and the State Department of Education, March 1, 1948, p. 5.

⁷ *Ibid.*, 5-6.

living in the region. The program of training should include cultural and vocational education.

6. *Removal of Matriculation Deficiencies*—Junior colleges should provide opportunity for students who failed to meet entrance requirements to some university, to remove such deficiencies and thus to qualify for admission in the higher institution of their choice.

This review of laws, purposes, and objectives gives the background of the development of California's junior colleges, a development which has been characterized by continuous effort to meet the needs of post-high school youth. Continuous modification of the junior college curriculum is needed today and will be needed tomorrow to meet the ever-changing problems of youth. The desire of the people of California as expressed in 1907, in 1917, in 1921, and so on to the present day finds its fulfillment in the California junior college as we now know it. This institution will continue to fill and to deepen its place in the public educational system as it conducts studies like the general education study, a curriculum project which can only result in bringing the junior college nearer to the ideal of community service.

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

ATTORNEY GENERAL'S OPINIONS

Payment of Interest on Contributions to Local Retirement System as a Benefit

Where a member of a local retirement system maintained by a school district (Education Code Sections 14701 et seq.) elects upon his resignation from the district to withdraw his accumulated contributions to the system with interest as permitted by the local retirement system, the payment of the interest is not a "benefit" from the local retirement system for the purposes of the provisions of the State Teachers' Retirement Law (Education Code Sections 14251 et seq.) such as, for example, Education Code Sections 14565, 14632, and 14634. (Letter of Attorney General to State Teachers' Retirement System, November 9, 1950.)

Inspection of School Record of Names and Addresses of Public School Pupils

The names and addresses of pupils attending a public high school as maintained by the school authorities are not "public writings" as that term is used in Civil Code Sections 1888 and 1892-1894 but are "other matters" as that term is used in Political Code Section 1032 and are therefore open to inspection, during office hours, by any citizen of this State for a purpose not unlawful or scandalous but the school authorities are not required to furnish copies of such names and addresses. (AGO 50-81; 16 Ops. Cal. Atty. Gen. 163.)

Authority of State Board of Cosmetology With Respect to Cosmetology Courses In Public Schools

The State Board of Cosmetology, under the Cosmetology Act (Business and Professions Code Sections 7300-7442 and Deering Act 7419), has no power of approval or disapproval with respect to cosmetology departments in a school which is a part of the Public School System, but the board may determine which of such subjects are equal to, or the

equivalent of, subjects required to be taught in private schools of cosmetology and may give credit for the successful completion of such subjects. (AGO 50-158; 16 Ops. Cal. Atty. Gen. 159.)

**Assumption of Liability of School Districts
For Repayment of State School Building Aid**

Where under Chapter 1.6 of Division 3 of the Education Code (Education Code Sections 5041 et seq., relating to State School Building Aid) a school district receives an apportionment of state funds and the district thereafter becomes a component part of a unified school district formed under Chapter 16 of Division 2 of the Education Code, then, by reason of Education Code Section 4962, the unified school district assumes the obligation to repay the aid. Section 4962 is not violative of Section 18 of Article XI of the California Constitution.

Similarly, if after receiving state school building aid a district becomes a part of a union elementary school district, or is united or merged with another district, the resulting district becomes liable for the repayment of the state school building aid (citing Education Code Section 2865). (AGO 50-109; 16 Ops. Cal. Atty. Gen. 134.)

FOR YOUR INFORMATION

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A calendar of educational meetings and events for the school year 1950-51 was published in the September, 1950, issue of *California Schools*, and additional items have appeared in each subsequent issue. Notices of the following events have been received since the December issue went to press.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

| <i>Date</i> | <i>Organization</i> | <i>Place</i> |
|--|---|---------------------------------|
| January 26, 27, 1951 | Regional Conference on Selection and Guidance of Vocational Agriculture Students, sponsored by University of California School of Agriculture and the Bureau of Agricultural Education and Bureau of Occupational Information and Guidance of the State Department of Education | University of California, Davis |
| April 26-28 | California Council on Teacher Education, Yosemite Annual Meeting | |
| April 30-May 2, Registration April 29 (Correction) | California Association of Public School Business Officials, Convention | Hoberg's, Lake County |

CONFERENCE ON IMPROVING INSTRUCTION

"Improving Instruction Through Co-operative Effort" is the theme chosen for the joint conference of the Audio-Visual Association of California and the California School Supervisors Association, San Joaquin Valley Section, which is scheduled to be held at Fresno, February 2 and 3, 1951.

Highlights of the conference will include a banquet on Friday night at which Superintendent of Public Instruction Roy E. Simpson and President Walter R. Hepner of San Diego State College will speak. Preceding the addresses there will be a "Cavalcade of Progress" emphasizing the milestones in the progress of the state audio-visual program. The Standard School Broadcast on Saturday afternoon will be accompanied by a demonstration of classroom utilization of the broadcast by Fresno teachers and pupils.

The section meetings on Friday are planned primarily for supervisors. On Saturday the section meetings will be workshops for teachers. The general sessions will be held in the Fresno State College Auditorium.

NEW BOOKLET ON CALIFORNIA STATE GOVERNMENT

California State Government: A Guide to Its Organization and Functions, 1951 is a new 112-page publication being distributed by the Department of Finance. It was prepared by the Management Analysis Section of the Division of Budgets and Accounts of that Department, in response to widespread demand from students, teachers, and the general public for a concise, nontechnical description of state government as it exists and operates.

The agencies of state government are described briefly under ten group headings: General Control Agencies, Correctional Agencies, Educational Agencies, Mental Hygiene Agency, Natural Resources Agencies, Public Health Agencies, Public Safety Agencies, Public Works Agencies, Regulative Agencies, and Security and Welfare Agencies. Their organization and interrelationship is illustrated in 24 charts that appear at the end of the descriptive material to which each relates. An index is included.

In his foreword to this booklet, Governor Earl Warren reminds the reader that

Our State Government is an enterprise in which every California citizen has a stake. Yet relatively few of us have the opportunity to know first-hand the diversity of our state governmental services, or how our State Government is organized to do its job. . . . I hope this publication will serve its readers both as a guide to the activities of State Government and as a stimulant to the active interest and participation in public affairs so essential to the strength of our form of government.

This publication should be useful to teachers at all school levels and as a reference in school libraries. The material is especially suitable for high school and college students.

The price of the publication is 50 cents, plus sales tax on California orders. Orders should be sent to the Documents Section, Printing Division, 11th and O Streets, Sacramento 14, accompanied by remittance. Purchase orders will be accepted only from public agencies.

BROTHERHOOD WEEK

The eighteenth annual observation of Brotherhood Week will occur February 18-25, 1951. Eric Johnston is National Chairman of a committee of outstanding citizens who head the various phases of this observation. President Truman is again serving as Honorary Chairman.

As has been the custom in past years, California teachers may secure from the offices of the sponsoring agency, the National Conference of Christians and Jews, at 815 Central Tower, San Francisco 3, or 636 South Serrano Avenue, Los Angeles, various materials to aid in planning programs and projects during this week in their schools.

Available on request, beginning in January, will be special folders including the Brotherhood Week Proclamation of the President, special announcements and program aids, and special posters. There will also be available a limited number of scripts for plays.

SCHOLARSHIPS FOR TEACHERS OF VISUALLY HANDICAPPED CHILDREN

The Delta Gamma Fraternity offers financial assistance to persons seeking training as orthoptic technicians, as teachers of partially seeing children, or as specialists for blind preschool children. The organization has an annual fund of \$1,500 and a revolving fund of \$2,000 from which smaller scholarships awards are made, the amount in each case to be determined by the particular need and costs involved.

The scholarships are intended only for those enrolled in courses of training directly related to the field of sight conservation and aid to the blind. Applicants with basic preparation in teaching, nursing, social work, nursery education, or related fields are eligible to apply.

Applications for scholarships should be filed four months prior to the start of the desired course. Those who wish to become orthoptic technicians should apply to Mrs. H. V. Draheim, 19641 Coral Gables, Birmingham, Michigan; others should address Mrs. Thomas Johnson, 1235 Longfellow, Detroit 2, Michigan.

FREE TRIP TO EUROPE

Ben W. Miller, Executive Director of American Youth Hostels, has announced that a scholarship trip to Europe next summer, with all expenses paid, will be awarded to the person who writes the best essay entitled "Why I Would Like to Go Hosteling in Europe."

Since three-fourths of those who take hosteling trips abroad are students or young teachers, it is believed that interest in this scholarship will be particularly high among those groups.

The winner in a nation-wide competition for this trip will join one of the supervised groups sponsored by American Youth Hostels and will spend eight weeks abroad. He will have a choice of trips to the British Isles, Central Europe, or France and the Rhineland. Regardless of which group the winner selects, he will sail about June 15 and return about September 1st.

The competition is open to United States citizens who will have reached the age of 17 by July 1, 1951. The essay may be 1,000 words or less in length. Full information and application forms for the scholarship may be obtained from headquarters of American Youth Hostels, 6 East 39th Street, New York 16, New York.

NATIONAL CONTESTS FOR SCHOOLS, 1950-51

The National Contest Committee of the National Association of Secondary School Principals has gathered information, over a period of years, about contests offered to schools on a nation-wide competitive basis by industrial, business, and institutional firms, organizations, and associations which recognize the winning students with prizes and awards. The committee has set up criteria which serve as an educational guide to business and industry of the kind of contests the schools desire and need. Twice a year, in the October and February issues of the *Bulletin of the National Association of Secondary School Principals*, a list of national contests approved by the committee is published. The current list of approved contests is reprinted here.

In regard to school participation in contests conducted on a state basis, the committee suggests that schools limit their participation in contests and activities sponsored by their own high school organizations within the state in preference to any activities sponsored by other agencies. The committee also recommends that a school participate in not more than one essay or forensic contest each semester, stating that essay contests are generally regarded as of questionable educational value because the winning of awards through essay contests has tended to encourage plagiarism and dishonesty.

NATIONAL CONTESTS APPROVED FOR 1950-51

Agriculture Contests

Sponsoring Agency

4-H Clubs, U. S. Department of Agriculture, Washington 25, D. C.

Future Farmers of America, U. S. Office of Education, Federal Security Agency, Washington 25, D. C.

International Dairy Exposition, Inc., 130 E. Washington St., Indianapolis, Indiana

National Junior Vegetable Growers Association, University of Massachusetts, Amherst, Massachusetts

Contest Approved

a. Public Speaking—Farm Topic
b. Livestock, Poultry, and Dairy Judging Contests

a. Public Speaking—Farm Topic
b. Livestock, Poultry, and Dairy Judging Contests

4-H and FFA Division, Dairy Judging

a. Vegetable Demonstration and Judging
b. Production and Marketing Contest
c. Muck Crop Show

Art Contests

American Automobile Association, 17th Street and Pennsylvania Avenue, N.W., Washington, D. C.

American Legion Auxiliary, 777 North Meridian Street, Indianapolis, Indiana

Fisher Body Division, General Motors Corporation, Detroit 2, Michigan

Traffic Safety Poster Contest

Poppy Poster Contest

Craftsman's Guild

| <i>Sponsoring Agency</i> | <i>Contest Approved</i> |
|--|-------------------------|
| National Scholastic Press Association, 18 Journalism Bldg., Minneapolis, Min- nesota | Photographic Contest |
| National Wildlife Federation, 20 Spruce St., Boston 8, Massachusetts | Poster Contest |

Essay Contests

| | |
|--|----------------------------------|
| Advertising Federation of America, 330 West 42nd Street, New York 18, New York | Essay Contest |
| Atlantic Monthly, 8 Arlington Street, Boston 16, Massachusetts | Essay, Story, and Poetry Contest |
| Improved Order of Red Men, 1521 Gi- rard Avenue, Philadelphia, Pennsyl- vania | Essay Contest |
| National Employ the Physically Handi- capped Week, U. S. Department of Labor, Washington 25, D. C. | Essay Contest |
| National Grange, 744 Jackson Place, N.W., Washington 6, D. C. | Essay Contest |
| National Graphic Arts Association, 719 15th Street, N.W., Washington 5, D. C. | Essay Contest |
| National Sales Executives, 49th and Lex- ington, New York, New York | Essay Contest |
| National Tuberculosis Association, 1790 Broadway, New York 19, New York | Essay Contest |
| Omega Psi Phi Fraternity, Inc., 913 U Street, N.W., Washington, D. C. | Essay Contest |
| Propeller Club of the United States, 17 Battery Place, New York, New York | Essay Contest |
| Veterans of Foreign Wars, Ladies Aux- iliary, 406 W. 34th Street, Kansas City 2, Missouri | Essay Contest |

Forensic Contests

| | |
|---|--------------------------|
| Knights of Pythias, 1054 Midland Bank Building, Minneapolis, Minnesota | Oratorical Contest |
| Mutual Benefit Health and Accident As- sociation, 3316 Farnam Street, Omaha, Nebraska | Oratorical Contest |
| National Americanism Committee of the American Legion, 777 North Meridian Street, Indianapolis, Indiana | Oratorical Contest |
| National Forensic League, Ripon, Wis- consin | Forensic Contest |
| Speech Department, Ohio State Univer- sity, Columbus, Ohio | Parliament of the States |

Scholarships

| <i>Sponsoring Agency</i> | <i>Contest Approved</i> |
|---|-------------------------------------|
| American Association for the United Nations, Inc., 45 E. 65th Street, New York 21, New York | Scholarships or Cash Awards |
| Bausch and Lomb Optical Company, 635 St. Paul Street, Rochester 2, New York | Scholarships |
| Elks National Foundation Trustees, 16 Court Street, Boston 8, Massachusetts | Scholarships |
| New England Textile Foundation, 68 South Main Street, Providence, Rhode Island | Scholarships |
| Scholarship Board of the National Association of Secondary School Principals, 1201 16th Street, N.W., Washington 6, D. C. | National Honor Society Scholarships |
| Science Service, 1719 N Street, N.W., Washington 6, D. C. | Science Talent Search |
| Westinghouse Educational Foundation, Carnegie Institute of Technology, Pittsburgh 13, Pennsylvania | Scholarships |

Miscellaneous Contests

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| American Association of Teachers of French, Southwestern, Memphis 12, Tennessee | French Examination |
| Ford Motor Company, Dearborn, Michigan | Industrial Arts Awards |
| National Association for Promotion of Study of Latin, Elizabeth, New Jersey | Latin Examination |
| National Red Cherry Institute, 322 South Michigan Avenue, Chicago 4, Illinois | Baking Contest |
| National Scholastic Press Association, 18 Journalism Building, Minneapolis, Minnesota | Publications—Critical Service |
| National Society of Daughters of the American Revolution, 17th and D Streets, N.W., Washington, D. C. | Good Citizenship Pilgrimage |
| Quill and Scroll Society, 111 West Jackson Boulevard, Chicago, Illinois | Publications—Critical Service |
| Quiz Kids Scholarship Committee, 8 South Michigan Avenue, Chicago, Illinois | Best Teacher Selection |
| Scholastic Magazine, Inc., 7 East 12th Street, New York 3, New York | Art, Literature, and Music |

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

Atomic Warfare Primer. Compiled by the Los Angeles County Health Department for the Los Angeles County Disaster Relief Authority. Los Angeles 12: Los Angeles County Health Department, 1950. Pp. 16 (unnumbered).

BURR, SAMUEL ENGLE, JR. *An Introduction to College.* Minneapolis 15, Minnesota: Burgess Publishing Company (426 South Sixth St.), 1949. Pp. 256 (reproduced from typewritten copy). \$2.50.

California State Government: A Guide to Its Organization and Functions. Prepared by the Management Analysis Section, Division of Budgets and Accounts, State Department of Finance. Sacramento 14: Printing Division, Department of Finance (11th and O Sts.), 1950. Pp. 112. \$0.50.

FINDLAY, BRUCE ALYN, and FINDLAY, ESTHER BLAIR. *Your Rugged Constitution: How America's House of Freedom Is Planned and Built.* Illustrations by Richard Dawson. American Ideals Series. Stanford University, California: Stanford University Press, 1950. Pp. 282. \$3.

GAUMNITZ, WALTER H., and TOMPKINS, ELLSWORTH. *Holding Power and Size of High Schools.* Circular No. 322. Washington 25: Office of Education, Federal Security Agency, 1950. Pp. iv + 26. \$0.20.*

Good Schools Don't Just Happen! A Guide to Action for Life Adjustment Education. Prepared for the Commission on Life Adjustment Education for Youth by staff members of the U. S. Office of Education, with the co-operation of Science Research Associates. Chicago 4: Science Research Associates (228 S. Wabash Ave.), 1950. Pp. 28 (unnumbered). \$0.10. Single copies to educators without charge. Discounts on quantity orders.

HAAS, KENNETH B., and EWING, CLAUDE H. *Tested Training Techniques.* Illustrated by Robert L. Deschamps. New York 11: Prentice Hall, Inc. (70 Fifth Ave.), 1950. Pp. xiv + 112. \$1.50.

KAMPFER, HOMER, and WRIGHT, GRACE S. *Selected Approaches to Adult Education.* Bulletin 1950, No. 16. Washington 25: Office of Education, Federal Security Agency, 1950. Pp. iv + 48. \$0.20.*

Los Angeles County: A Handbook of Its Government and Services. Prepared by the various departments of County Government and edited by Harold T. Shafer and Frances Hall Adams of the Office of the County Superintendent of Schools. Los Angeles 12: Los Angeles County Board of Supervisors and Office of the Los Angeles County Superintendent of Schools, Division of Secondary Education, 1950. Pp. xvi + 382.

Personnel and Relationships in School Health, Physical Education, and Recreation. National Education Association Research Bulletin, Vol. XXVIII, No. 3, October, 1950. Washington 6: Research Division, National Education Association of the United States, 1950. Pp. 84-111. \$0.50; discounts on orders in quantity.

REED, SEERLEY. *Movie Projectors in Public High Schools.* Pamphlet No. 109. Washington 25: Office of Education, Federal Security Agency, 1950. Pp. iv + 16. \$0.15.*

Survival Under Atomic Attack: The Official U. S. Government Booklet. NSRB Doc. 130. Washington 25: Civil Defense Office, National Security Resources Board, Executive Office of the President, 1950. \$0.10.* Discount on orders in quantity.

* Distributed by the Superintendent of Documents, Washington 25, D. C.

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